



## South Carolina 4K At-Risk Factors includes:

New definition of “most at-risk” 100 percent below the poverty line or family is eligible for the following services: Even Start, Head Start, state funded family literacy programs, Social Security (SSI), Food Stamps, Medicaid or Temporary Assistance to Needy Families (TANF). Other criteria include documented developmental delay, an Individual Education Plan (IEP) requiring prekindergarten inclusion, and incarceration of parent, child in a foster home or a child who is homeless. Documentation of family or child pertinent “most at-risk” criteria must be verified and kept on file for review. Children who participate in the free and reduced meal program through the center/school where they attend may also be counted if income eligibility is verified on each child and records kept are on file for review.

Risk Factors	Significance of Risk Factor	How Risk Factors May Be Measured
Receiving services from the State Department of Social Services as neglected or dependent child(ren). SSI, TANF, Medicaid, foster care, homeless, and incarceration of parent	<p>Neglect is significantly related to reported behavior problems, and cognitive development is significantly impaired. Victims of child maltreatment experience poor school performance, learning disorders, poor peer relations and antisocial behavior.</p> <p>Children in foster care are more likely than other children to exhibit high levels of behavioral and emotional problems. They are also more likely to be suspended or expelled from school and to exhibit low levels of school engagement and involvement with extracurricular activities. Children in foster care are also more likely to have received mental health services in the past year, to have a limiting physical, learning, or mental health condition, or to be in poor or fair health.*</p>	Social Service, Even Start, Head Start or agency referral
	Significant Family Risk Factors that Affect Overall Learning Readiness	
The child is eligible to receive free or reduced-cost lunch pursuant to the provisions of the Federal “National School Lunch Act.”	<p>The free and reduced lunch rate is a proxy for poverty, because it is linked to a family’s income and family size. Average scores for reading, mathematics and writing achievement are statistically lower for children who are eligible for the school lunch program compared to ineligible children. This achievement gap continues throughout the school years. Children in poor families score lower on standardized tests of verbal ability and have lower cognitive skills such as reading number skills, problem solving, creativity, and memory than children in families above the poverty line. Poverty in young children (before age 5) is particularly detrimental for children and is associated with fewer total years of schooling, school failure, and dropouts’ rates, more physical health problems and lower nutrition.</p> <p>Kindergartners in the lowest fifth of socioeconomic status</p>	<p>Income verification form</p> <p>Report from school district nutrition office</p>

	watch 40% more television per week, less than 2/3's of children's books and less likely to own a computer, compared with their more economically advantaged peers. *	
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\* Factors identified as School Readiness Indicators

Risk Factors	Significance of Risk Factor	How Risk Factors May be Measured
Homelessness of the child's family	<p>Students who are without a home may be absent from school more days than children with homes. According to the U.S. Department of Education statistics, 45 percent of homeless students in kindergarten through 12<sup>th</sup> grade were not attending school regularly during the time they were homeless, missing 15 or more days of school in a three-month period.</p> <p>Children in unstable housing situations are at higher risk for poor nutrition and chronic health problems. Homeless children are more than twice as likely as other children to exhibit signs of anxiety, depression and withdrawal.*</p>	<p>Address records</p> <p>Parent report</p> <p>Social Services or agency referral</p> <p>Family Literacy Program referral</p> <p>McKinney-Vento</p>
An abusive adult residing in the home of the child	<p>Child abuse and neglect is linked to many short term and long term negative outcomes including; language deficits, reduced cognitive functioning, attention deficit disorders, lower grades, lower standardized test scores, lower rates of grade promotion, learning impairments, impaired moral reasoning, shortfalls in physical health, failure to thrive, and high mortality.</p> <p>Children who have been exposed to domestic violence are more likely to experience difficulties in school and score lower on assessments of verbal motor, and cognitive skills. They are also more likely than other children to exhibit aggressive and antisocial behavior. *</p>	<p>Medical report</p> <p>Social services or agency referral</p> <p>Parent report</p> <p>Court or police report</p> <p>Counselor report</p>
Drug or alcohol abuse in the child's family	<p>Substance abuse and addiction dangerously compromise or destroy the ability of parents to provide a safe and nurturing home for children. *</p>	<p>Social services or agency referral</p> <p>Parent report</p>
Either parent of the child less than eighteen years of age and unmarried at the time of the birth of the child	<p>There are positive correlations between parental education and young, unwed mothers and poverty. Parental educational attainment is linked with the home literacy environment.*</p>	<p>Birth certificate</p> <p>Parent report</p> <p>Doctors</p>
Child's parent or guardian not successfully completed a high school education or its equivalent	<p>A key set of risk factors has been repeatedly associated with educational outcomes such as low achievement test scores, grade repetition, suspension or expulsion, and dropping out of high school. These risk factors include having parents who have not completed high school.</p> <p>Children whose mothers have higher levels of education, perform in specific reading and mathematics areas, are more likely to respect peers, play well and make friends, comfort others and they are more likely to persist at tasks, and show eagerness to learn and pay attention. *</p>	<p>Parent report</p> <p>School report or referral</p>

## South Carolina 4K At-Risk Factors Continued

Risk Factors	Significance of Risk Factor	How Risk Factors May Be Measured
In need of language development, including but not limited to the ability to speak English.	<p>Children of parents who speak only a language other than English in the home has been repeatedly associated with educational outcomes such as low achievement test scores, grade repetition, suspension or expulsion, and dropping out of high school.</p> <p>Studies show that children who have specific language problems (defined as language problems in the absence of mental retardation and other cognitive factors) often have difficulty learning to read. The ability to distinguish speech sounds early predicts later language and reading success. *</p>	<p>Speech evaluation; referral/consultations with speech therapists</p> <p>Physician referrals</p> <p>Teacher observation/referrals</p> <p>Parental concern or reports</p> <p>Dial 3 scores</p>
Poor social skills of the child	<p>Early learning and early social and emotional development are connected. A child's emotional status affects early school performance, which in turn predicts later school outcomes. Emotional and behavioral problems in young children can lead to school failure, child abuse, delinquency and mental illness.</p> <p>Social development is an important, often over-looked factor in children's transition to kindergarten. A child who is socially ready for school should be able to make friends, get along with peers, and communicate well with peers and teachers. Children who arrive at kindergarten with social competencies generally have an easier time forming relationships with their peers and achieve better school outcomes. *</p>	<p>Exclusion from other preschool/child care programs</p> <p>Social services or medical referrals</p> <p>Parent interviews questions/reports</p> <p>Staff documentation on home visits or developmental assessments</p>
Frequent relocation by the child's family to new residences	<p>Many children change schools because of unstable living conditions (such as moving frequently). These children are at greater risk for grade repetition and lower educational attainment.</p> <p>Mobile students are more likely to act out or disrupt learning for themselves or others. Students who change schools frequently score lower on standardized tests. It takes 4-6 months to recover academically after changing schools. *</p>	<p>Address records</p> <p>Parent reports</p> <p>Social services referrals</p>

*\*Factors identified as School Readiness Indicators*

## 2005 US Department of Health and Human Services Poverty Guidelines

Persons in Family Unit	48 Contiguous States and D.C.	Alaska	Hawaii
1	\$ 9,570	\$11,950	\$11,010
2	12,830	16,030	14,760
3	16,090	20,110	18,510
4	19,350	24,190	22,260
5	22,610	28,270	26,010
6	25,870	32,350	29,760
7	29,130	36,430	33,510
8	32,390	40,510	37,360
For each additional person, add	3,260	40,080	3,750

**Source:** *Federal Register, Vol. 70, No. 33. February 18, 2005, pp. 8373—8375.*

- 1 Verification of child's eligibility factors: Programs monitored for compliance to state regulations; local educational agencies and early education provider shall justify children being counted for funding as meeting the criteria.
  - Screening information (actual screening documents)
  - Demographic information
  - Hearing/Vision test results
  - Parental intake forms
  
- 2 Individual Learning Plan would be on file